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of our oldest states could live this long in a country that boasts so much of its civilization and not "soak in" a little of it. However, it is not for us to judge. The scientific survey portrays the facts. Photographs and quantitative material are given in abundance and it is to be hoped that the good people of Delaware will remedy matters without delay. In justification of the strong statement made above, we cite the reader to the very much stronger ones found in the report.

*Another volume dealing with the project method in education.*¹—The author of this book sets forth in clear terms one of the existing needs in education, namely, to get away from the "bookish, theoretical education of former days." He shows that there was considerable motivation in school work during the war period and that it will be a mistake to discard this method now that the war is over. Outside institutions should call upon and co-operate with the schools now as much as they did in war times. Throughout the book the author tries to be specific about the different points made. He defines the term "project" as referring to both manual and mental activities. Any worthwhile, purposeful activity that is entered into whole-heartedly is a project. A manual project is any effort looking toward the completion of a particular unit of activity, which to the child has some value that makes the work meaningful. A mental project is one where one may substitute imagery for concrete materials, and without engaging in manual activity may "think through" a complete unit of purposeful activity.

There are times, however, when his distinctions are not exactly clear to the reader. For example, he says that there is a distinct difference between a project and a problem due to the direction toward which one is looking at a unit of activity. If it is the teacher doing the surveying of the unit it is a project; if it is the student looking at the unit it becomes a problem. The two terms are not clearly separated in the minds of educators yet and necessarily there will be misunderstandings for some time to come.

In the first three chapters there is an attempt to define and give the origin of the project method in teaching. The following chapter shows how essential such a method is to good teaching. The next chapter is a companion to the former one in that motivation and interest go hand in hand with project teaching and give that method life and soul. The next two chapters are devoted to classifying the different kinds of projects we may find in school work and the different mental processes through which a child goes when he works out a project.

It is in the next three chapters that we find the author building up a concept of his own which is probably new to workers in the field of education. He says that a project-question is a simple mental difficulty which consists of one question and its answer. If two or more of these project-questions are grouped so that the answers to all center on one topic, the unit now may be termed a project-exercise. If several of these project-exercises are needed to solve a problem of considerable difficulty, the procedure may be termed a project-problem. Just how valuable this is to teaching remains to be seen by trial, but it is the opinion of the writer that these are new terms that mean no more than what good teachers have been doing for a long time.

¹ MENDEL E. BRANOM, *The Project Method in Education*. Boston: Richard G. Badger, 1919. Pp. 282. \$1.75.

In chapter xi the author sets forth emphatically the need for considerable work in manual projects in school, especially in the lower grades. He specifies the advantages to be gained by such a procedure and he is quite right in reminding educators that we must not go to the extreme in this method and neglect the mental projects. A project shop is needed so equipped that it will serve the needs of the various subjects in the curriculum.

In the chapter on the project method in history, the author says that the history of the future must be less provincial; that it must emphasize the history of the present time as never before in education; and that the project method is invaluable in giving an understanding of social conditions, and cannot be excelled in inspiring and stimulating proper reactions. Three types of projects appear in history work: reading history for enjoyment, gathering information, and interpreting events in the light of other events. The author deplores the unscientific presentation of facts and truth in texts of the past. The project-problem attitude will come nearer the truth, and "Truthful dealing with the past will help the present generation to see the errors and the results of the errors, and will permit them to direct the course for the future with greater probability of justice." [Page 209.]

Let the children lead in the formulation of the problems as far as possible is the author's advice. He suggests thirty-one problems on pages 212-13, all hinging around the Great War. If the immediate present does not suggest enough to cover the past, then bring the past into the work. Analyze society to find the problems. Many problems can be obtained from the following: expansion of the American people, industrial history, cities, social and political history, and the United States a world power. He then suggests twenty-one problems to be used in connection with chronological judgment. Causal judgment will be trained in the solution of problems.

In some such detail the author shows how the method can be applied to geography.

The last two chapters are devoted to the reorganization of the curriculum and the training of teachers. Both are timely topics and worth anyone's time to study.

The bibliography is quite extensive but does not include a few of the best references on the subject.

*Bulletins on industrial education.*¹—The movement for systematic industrial education has received impetus during recent years from two sets of circumstances. In the first place, the prosecution of the war called for a maximum production of the materials of war. But enlistment and conscription produced a shortage of industrial workers. During this emergency the leaders of industry

¹ Bulletins of the Department of Labor, United States Training Service: No. 14, *Training in Industrial Plants*; No. 16, *Training in the Men's Suit and Overcoat Industry*; No. 18, *Industrial Training in the Overalls Industry*; No. 19, *Training for Shirt Makers*; No. 21, *Training in the Shoe Industry*; No. 22, *Courses of Instruction in Piano Making*; No. 24, *Industrial Training for Foundry Workers*; No. 25, *Courses of Instruction for Workers in Cotton Mills*; No. 26, *The Foreman*. Washington: Government Printing Office, 1919.